



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS

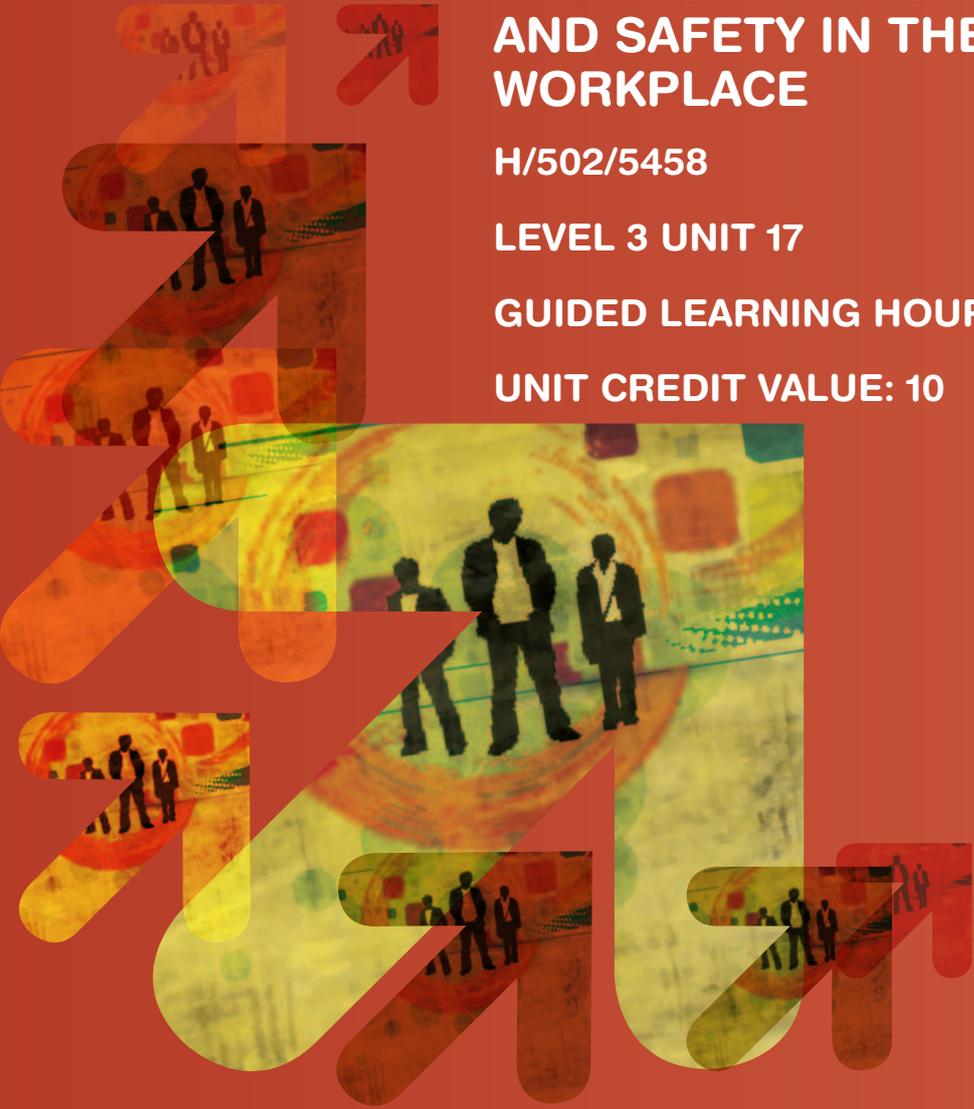
## UNDERSTANDING HEALTH AND SAFETY IN THE BUSINESS WORKPLACE

H/502/5458

LEVEL 3 UNIT 17

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# UNDERSTANDING HEALTH AND SAFETY IN THE BUSINESS WORKPLACE

H/502/5458

LEVEL 3 UNIT 17

## AIM OF THE UNIT

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever industry or sector is chosen. There tends to be a level of myth surrounding health and safety requirements – this unit will help to dispel these and to promote good health and safety practices as a means to a productive working environment.

Learners will gain an introduction to the health and safety legislation, regulations and requirements that form the basis of all workplaces in the UK. The aim is not to create learners who are experts in this field, but to allow a level of knowledge that would be expected of a new employee in an organisation who has responsibility for areas of health and safety.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand how health and safety legislation and regulations affect a business working environment	P1 explain the legal requirements and regulations for ensuring the health, safety and security of those employed in business	M1 analyse the effect of health and safety legislation and regulations on a given business working environment	D1 evaluate the need for health and safety legislation and regulations for a given business working environment
2 Know the requirements for healthy, safe and productive working conditions	P2 describe the requirements for a healthy and safe workplace, as applied to the physical environment and equipment used, in a selected business	M2 analyse the importance of healthy and safe working conditions in promoting productive working conditions	
3 Understand the role and responsibilities of key personnel	P3 explain the roles and responsibilities for health and safety of key personnel in a selected workplace		
4 Be able to assess and manage risk	P4 plan a risk assessment for a selected administrative work environment	M3 carry out a risk assessment for a selected administrative work environment	

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### Learning Outcome 1 Understand how health and safety legislation and regulations affect a business working environment

Health and safety legislation and regulations	<p>To include:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act</li> <li>• Management of Health and Safety at Work Regulations</li> <li>• Workplace (Health, Safety and Welfare) Regulations</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• Electricity at Work Regulations</li> <li>• Display Screen Equipment Regulations</li> <li>• Manual Handling Operations Regulations</li> <li>• Food Safety Act</li> </ul> <p>Legislation with parts relating to health and safety:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• Computer Misuse Act</li> <li>• Copyright, Designs and Patent Act</li> <li>• Freedom of information Act.</li> </ul>
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#### Effects on a business working environment

Setting policies	A written set of guidelines about how the business will implement and monitor health and safety.
Organising staff	<p>Making sure that staff in a business are competent and have assigned responsibilities for health and safety.</p> <p>Making sure that staff are involved in health and safety and that information about health and safety is clearly and regularly communicated.</p>
Planning and implementing health and safety standards	<p>To include:</p> <ul style="list-style-type: none"> <li>• Identifying hazards and assessing risks</li> <li>• Agreeing health and safety targets</li> <li>• Design of safe systems of work.</li> </ul>
Measuring health and safety	Checking to make sure that policies and standards are being implemented correctly.
Audit and review	Monitoring health and safety performance to improve in the future.

**Learning Outcome 2 Know the requirements for healthy, safe and productive working conditions**

Physical environment requirements	<p>Health requirements in the working environment:</p> <ul style="list-style-type: none"> <li>• Ventilation</li> <li>• Indoor temperature</li> <li>• Hot and cold environments</li> <li>• Lighting</li> <li>• Cleanliness and waste materials</li> <li>• Room dimensions and space</li> <li>• Workstations and seating.</li> </ul> <p>Safety requirements in the working environment:</p> <ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Floors and traffic routes</li> <li>• Falls into dangerous substances</li> <li>• Transparent or translucent doors, gates or walls and windows</li> <li>• Windows</li> <li>• Doors and gates</li> <li>• Escalators and moving walkways.</li> </ul> <p>Welfare requirements of the working environment</p> <ul style="list-style-type: none"> <li>• Sanitary conveniences and washing facilities</li> <li>• Drinking water</li> <li>• Accommodation for clothing and facilities for changing</li> <li>• Facilities for rest and to eat meals.</li> </ul>
Provide and maintain equipment	<p>To include:</p> <ul style="list-style-type: none"> <li>• Safety guards</li> <li>• Warning sounds and sound signals</li> <li>• Frequency of maintenance</li> <li>• Protective clothing</li> <li>• Emergency exits</li> <li>• Fire extinguishers and sprinkler systems.</li> </ul>
Productive working	<p>To reduce the unit costs of labour through the use of health and safety, (e.g. to reduce accidents, to reduce absenteeism, to avoid legal proceedings, to increase efficiency).</p>

**Learning Outcome 3 Understand the role and responsibilities of key personnel**

Employer responsibilities	<p>What employers must do for employees, including:</p> <ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Explain health and safety to employees</li> <li>• Consult with employees on health and safety</li> <li>• Train employees in health and safety</li> <li>• Provide and maintain equipment and protective clothing</li> <li>• Provide toilets, washing facilities and drinking water</li> <li>• Provide first aid facilities</li> <li>• Report injuries</li> <li>• Have insurance</li> <li>• Have a health and safety policy (businesses with more than 5 employees).</li> </ul>
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Employee responsibilities	<p>What employees must do, including:</p> <ul style="list-style-type: none"> <li>• Follow training</li> <li>• Take reasonable care</li> <li>• Co-operate with the employer on health and safety</li> <li>• Inform someone if there is a breach (or potential breach) of health and safety</li> <li>• Apply health and safety policy requirements (if applicable).</li> </ul>
Roles of responsibility in the workplace	<p>To include:</p> <ul style="list-style-type: none"> <li>• Facilities/operations manager</li> <li>• Human resource director</li> <li>• Department heads</li> <li>• First aider</li> <li>• Fire marshal</li> <li>• Health and safety officer (larger organisations)</li> <li>• Industry/Organisation specific roles.</li> </ul>
Other roles of responsibility and accountability	<p>To include:</p> <ul style="list-style-type: none"> <li>• Tenant/leaseholder</li> <li>• Maintenance agencies</li> <li>• Contractors</li> <li>• Sub contractors</li> <li>• Emergency services</li> <li>• Freelance consultant advisors</li> <li>• Trade union representatives.</li> </ul>
Responsibilities	<p>To include:</p> <ul style="list-style-type: none"> <li>• Monitoring working conditions</li> <li>• Identifying and documenting improvement</li> <li>• Upgrading and compliance</li> <li>• Budget allocation</li> <li>• Implementing health and safety policy requirements (if applicable).</li> </ul>

#### Learning Outcome 4 Be able to manage risks

Risk Assessment	<p>Identifying, estimating and evaluating risks in a situation to define an acceptable level of risk and measures that can be taken to reduce the level of risk.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Format and content of a risk assessment</li> <li>• Frequency of risk assessment.</li> </ul>
Safety and security hazards in the workplace	<p>Common safety and security hazards in the workplace (<i>e.g. violence, tripping or slipping, noise exposure, cuts, blocked emergency exits, improper use of electrical cords</i>).</p>
Industry best practice guidelines	<p>Generally accepted, informal guideline for health and safety in a specific industry that are considered to be examples of good practice.</p>
Work/industry related experience	<p>Taking into account specific health and safety risks that may arise from employing a young person (<i>e.g. the physical environment, equipment, organisation of work and processes, training</i>).</p>
Managing risk	<p>To monitor and prevent risk in the physical environment and equipment used in the workplace, (<i>e.g. through induction training and specific training</i>).</p>

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. **Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.**

## DELIVERY GUIDANCE

### Learning Outcome 1

The tutor could ask the learners what they consider to be a safe and healthy environment. The learners could identify a variety of ideas that could be used to facilitate a discussion about the types of legislation required to ensure an environment is safe and healthy. The tutor could then introduce the major pieces of legislation. For example a learner may suggest that employees need to wear gloves when using cleaning materials, this would lead into an introduction of the COSHH regulations.

Once the major pieces of legislation have been introduced the learners could undertake group research on specific pieces of legislation and present their findings. The Health and Safety Executive's website has excellent advice about the legislation and will provide a good basis for research. Presentations could include an element of role-play to highlight the specific risks involved and/or the production of posters to be used in the workplace.

For M1 learners could be given specific case studies involving working environments so they can analyse the effects in context. Tutors could introduce simple case studies of extreme cases (perhaps from the news) that easily highlight the effect of one specific piece of legislation, and then progress the learners to more complex cases involving multiple pieces of legislation. If learners have been involved in work experience they may be able to draw on this and analyse the effect on legislation on that working environment.

For D1 learners must be able to evaluate the need for legislation for a given business working environment. Learners must evaluate this within a real life context, and they should recognise what a working environment might become without the legislation. To introduce this concept, learners could design an office without any consideration of health and safety. They could then highlight the areas of concern and evaluate why health and safety legislation is need to prevent an unsafe workplace. For example, the room only has one plug socket, this could be to keep costs low but if multiple adaptors are in use this could overload the circuit. Learners should identify this as a hazard and show the extent to which there needs to be a piece of legislation that prevents it occurring. This could be compared with an issue such as the provision of drinking

water. Is this common sense and does not therefore require the backing of law?

### Learning Outcome 2

Learners could identify a range of specific working environments, for example a building site, an office, a shop, and research the specific requirements that these environments may have. In small groups learners could select different items of equipment or physical environments, for example display screen equipment for an office, moving and handling regulations in a hospital, electricity and noise in a factory, and describe the requirements of the legislation associated with them. Photographs of offices and shops could be used to highlight the elements, such as emergency exit signs and workstation ergonomics. Learners could also design their own healthy and safe working environment and describe the equipment that it must contain.

For M2 learners must analyse how having a safe and healthy environment will contribute to a productive working environment. Therefore learners must first understand the concept of what a productive working environment is. As a group the learners could suggest what they feel would be important for a productive working environment. This could include the physical environment and equipment, plus how the employee feels if they are provided with the appropriate facilities and resources to undertake their work. Tutors could also discuss, with the group, what can happen if workers are not healthy or safe. The learners could identify problems such as short and long term absenteeism, accidents, legal proceedings and reduced efficiency. Each of these could have a financial impact on the business and learners could be asked to analyse the practical elements of the physical environment and equipment in relation to reducing costs. For example, issuing an employee with the correct safety equipment compared with the costs of absenteeism due to injury.

### Learning Outcome 3

Learners must understand the health and safety responsibilities of key personnel within a selected business. Learners could select a business they are already familiar with or have an interest in; this could include part-time employment, work experience or as customers. They could identify the roles and responsibilities, for example health

and safety office, First Aider, fire officer, site maintenance or IT equipment. The learners should then assign the relevant personnel to the roles they have identified.

#### **Learning Outcome 4**

Learners could be introduced to a variety of risk assessment formats. They could then identify the common components of a risk assessment. The learners could design their own risk assessment form for a selected environment, incorporating some or all of the components they identified. Within their plan the learner should consider the format, content and how often the risk assessment should be completed.

For M3 learners must carry out a risk assessment for a selected administrative work environment. The tutor could introduce this by having the learners observe while a risk assessment is carried in a real working environment, for example a college, an accountants, a solicitors. The learners could then carry out their own risk assessment, either using the documentation they created or the documents of the organisation.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### **P1, M1, P2, M2**

#### **Scenario and task:**

A local business would like you to produce a report to help them implement better health and safety in the workplace.

For P1 and P2 your report should contain

- an explanation of the legislation that is relevant in ensuring the health, safety and security of the employees
- a description of the requirements that their business should put in place in terms of the physical environment and equipment.

For M1 and M2 your report should contain an analysis of:

- the effects that the legislation will have on their business.
- how healthy and safe working conditions can promote productive working conditions.

### **P3, P4**

#### **Scenario and task:**

A new business is setting up in your area and would like you to advise them on employer/employee responsibilities and the implementation of risk assessments.

You should prepare a presentation, to be given to the owner, explaining the roles and responsibilities for health and safety and the planning of a risk assessment for the business.

### **M3**

#### **Scenario and task:**

The owner of the business has asked you to carry out the risk assessment for the main administration department.

You must carry out the risk assessment and present your findings to the owner.

## LINKS to NOS

**CfA BAD322** Analyse and report data (Partial)

**CfA REC14** Review health and safety procedures in the workplace (Partial)

**CfA REC2/M&LE5** Ensure your own actions reduce the risk to health and safety (Partial)



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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